DOCUMENT RESUME

ED 178 687 CE 019 827

TITLE Demonstration of a System to Facilitate the Elimination of Sex Stereotyping and Sex Bias in Local Vocational Programs. Final Report, April 15, 1978, to September 30, 1978.

INSTITUTION Mississippi Univ., University. Center for the Study of Contemporary Rural Women.

SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

PUB DATE Dec 78

NOTE 23p.; Not available in paper copy due to faint type

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Audiovisual Aids; *Career Awareness; Learning Activities; Nontraditional Occupations; Program Design; Secondary Education; *Sex Discrimination; *Sex Stereotypes; Vocational Education; *Workshops

ABSTRACT

Goals of a project to design a career awareness workshop for vocational-technical students included identifying and defining sex stereotypes and discrimination, increasing student awareness of stereotyping, increasing knowledge of career options, exposing students to non-traditional role models, and providing inservice training. A literature and media review and series of interviews with students, teachers, counselors, and administrators regarding job aspirations and attitudes toward sex equity were used in developing the two-day sex equity workshop, with accompanying instructional materials, media presentations, and simulation game (Job Steps). A statewide demonstration of the workshop was given at Tupelo High School, Mississippi. Day 1 of the workshop included introduction of goals and format, "The Fable of He and She" (film), "Realities of the World of Work" (sound-slide presentation with handouts), and "Job Steps." Among experiences of day 2 were "You Can Be More" (sound-slide presentation), Career Exploration Activities (small groups), "The Women's Game" (film and accompanying activity), "American Man: Tradition and Change, Part I" (sound-filmstrip), "Non-Traditional Careers for Women, Part II" (sound-filmstrip), Browsing Room Facility, and "Job Steps." (FP)

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FINAL REPORT

Sub-Contract for an Exemplary Project in
Vocational Technical Education from
the Research/Curriculum Unit for
Vocational Technical Education
Mississippi State University

DEMONSTRATION OF A SYSTEM TO FACILITATE THE ELIMINATION OF SEX STEREOTYPING AND SEX BIAS IN LOCAL VOCATIONAL PROGRAMS

April 15, 1978 to September 30, 1978

The Center for the Study of Contemporary
Rural Women
Box 3645, University, Mississippi 38677

Katharine Rea

Katharine Rea, Director

Walter Mathews

Walter M. Mathews, Project Director

December, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The Center for the Study of Contemporary Rural Women began on April 20, 1978 to work on a project designed to expand horizons for vocational-technical students, to expose them to a wide range of non-traditional vocational opportunities, and to heighten an awareness of sex equity issues. This project was in conjunction with the Mississippi State Department of Education, Division of Vocational Education, and the Research and Curriculum Unit at Mississippi State University.

A workshop plan of two sessions, each 2½ to 3 hours long, was designed. These sessions were planned to be held either morning and afternoon of the same day or, preferably, on separate days with several intervening days between.

Late in June, 1978, the Research and Curriculum Unit requested that the materials which were being developed should be abandoned. The Unit felt that the products did not meet the goals of the project. Materials and directions were reassessed, and goals were rewritten to accord with Research and Curriculum Unit requirements. Greater emphasis was placed on career options. A primary goal of the workshop was thus to provide students with systematically structured career awareness information.

With the goal of exploring the wide variety of job and career choices and the advantages that various alternatives offer, it was important to define the limiting aspects of stereotyping. Several excellent commercial products filled this need and were incorporated into the revised workshop plan.

The project staff began concentrating on developing materials that emphasize the advantages of choosing non-traditional careers, giving information about various employment areas, and exploring

more fully the career options available to the students. Ideas developed in a general sense would be brought home to the students by examples of people in Mississippi who are working in non-traditional jobs. In addition, activities during the workshop would stimulate students to examine their own attitudes, values and beliefs, a process that would continue after the workshop is over, and would be carried by them into their day-to-day lives.

A simulation-game was projected, with the aim of increasing awareness of alternative career options, encouraging consideration of the options, and allowing participants to make decisions, and see possible consequences of decisions related to their career choices. Points that are covered in the media portion of the workshop would be reinforced through the active participation possible in the card game Job Steps.

Thus, combining commercial products with various activities and original media products, this sex equity workshop approaches and deals with the basic goal of exploration of career choices from several levels and directions.

Valuable input in the development of the products was given when Sandra S. Kramer, an independent consultant with extensive vocational-technical background, met with the staff late in July. At that time she reviewed the products and advised the staff about vocational-technical materials.

A gaming consultant was called in for a workshop on simulation gaming. Dr. Ron Stadsklev, from the University of Alabama, made strong contributions to the gaming idea and to the final development of the game itself.

Dr. Jeff Pyatte and the staff of the Educational Research and Development Center of the University of West Florida critiqued the products and advised on revisions.

On August 25, 1978 the workshop package was demonstrated at Quitman County Area Vocational School in Marks, Mississippi. All products were tested with small groups of students and intensive formative evaluation of responses followed the demonstration. This in-class "walk through" with a student population led to various revisions and refinements.

On September 1, 1978 the Center for the Study of Contemporary Rural Women hosted a review of the Sex Equity Workshop in Oxford, Mississippi. Dr. James F. Shill, Director of the Research and Curriculum Unit at Mississippi State University; Ms. Judy McLarty, Sex Equity Officer for the State Department of Education, Division of Vocational Education; Ms. Betty Wong, also with the State Department of Education, Division of Vocational Education; and Ms. Charlene Callaway, Operations Coordinator for the Research and Curriculum Unit at Mississippi State University met with CON-RU-WO staff members and reviewed the workshop products in their entirety.

During the first week of September there was a change in staff personnel, with several members leaving to take full-time positions elsewhere. Classes for fall semester began during this week also, with full class schedules for other staff members.

However, work on the project continued through the change-over, with plans being made and finalized for demonstrating the workshop package to a representative sampling of state teachers and counselors.

Dr. Julian Prince, Superintendent of the Tupelo Municipal Public Schools, provided facilities and personnel assistance for a demonstration at Tupelo High School. Preliminary to the statewide demonstration, a "dress rehearsal" demonstration for students of Tupelo High School, presented by Tupelo counselors and teachers, was proposed. Therefore, staff members met with Bob Monroe, Jim Swann and Bill Lumalcuri, three counselors from the Tupelo Municipal School system, to familiarize them with the products. On Friday, September 22, demonstrations of all the components of the workshop were presented to groups of students.

On September 29 the product utilization demonstration was held in the Auditorium of Tupelo High School, attended by teachers and counselors from throughout the state of Mississippi. Dr. James Shill, Ms. Judy McLarty and Ms. Betty Wong also attended. The three Tupelo counselors very ably led this workshop, as they had the demonstration for their students.

Each product was evaluated by the participants. These evaluations were generally very positive. Some suggestions for change were made, some of which contributed to product refinements.

A pre/post testing instrument has been included in the final report. This instrument will allow the teachers/users to evaluate these products for themselves.

The final workshop outline is as follows:

DAY ONE. With the purpose of introducing students to the limiting aspects of stereotyping, and to the advantages of opening career options to all people, the first day is basically to create awareness in the students.

* Introduction--a brief talk introducing goals and general format.

* The Fable of He and She--a film, followed by a series of discussion questions relating to the film.

* Realities of the World of Work--a sound-slide presentation (with accompanying transparencies, if needed) and handouts relating information about sex equity.

* Job Steps--a simulation game on choosing and finding out about careers.

DAY TWO. On the second day more emphasis is given to the advantages of considering non-traditional careers. These options are reinforced and expanded on, and students are encouraged to continue exploring the many career possibilities available to them.

Students are divided into small groups which will rotate through a series of activities and media events--both original and commercially produced. These activities and experiences will give information about career awareness, information that is available on non-traditional careers, and the advantages of non-traditional careers.

Included among the experiences on Day 2 are:

* You Can Be More--a sound-slide presentation that focuses on people in Mississippi who are working in non-traditional jobs; with accompanying activities.

* Career Exploration Activities--a set of facilitator-led small group activities that provide information and feedback about various careers, as well as self examination for interests.

* The Woman's Game--a film, with an activity.

* American Man: Tradition & Change, Part I--a sound-filmstrip presentation, with activities.

* Non-Traditional Careers for Women, Part II--a sound-filmstrip presentation, with activities.

* Browsing Room Facility--materials from the resource file and counselor-provided career pamphlets.

* Job Steps--a simulation game which can be played by several small groups.

Also submitted with this report are:

* A camera-ready copy of the 118-page User's Manual.

* An original copy of each of the following products designed by CON-RU-WO:

  Realities of the World of Work

  You Can Be More

  Job Steps

  Career Exploration Activities

* A copy of the following commercially produced products:

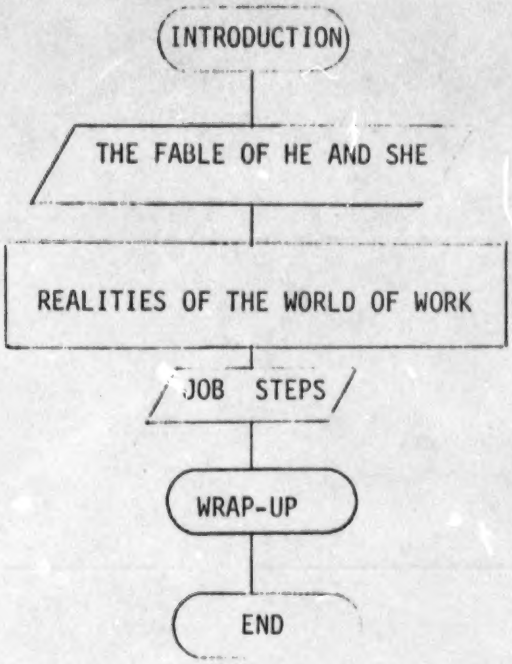
  The Fable of He and She

  The Woman's Game

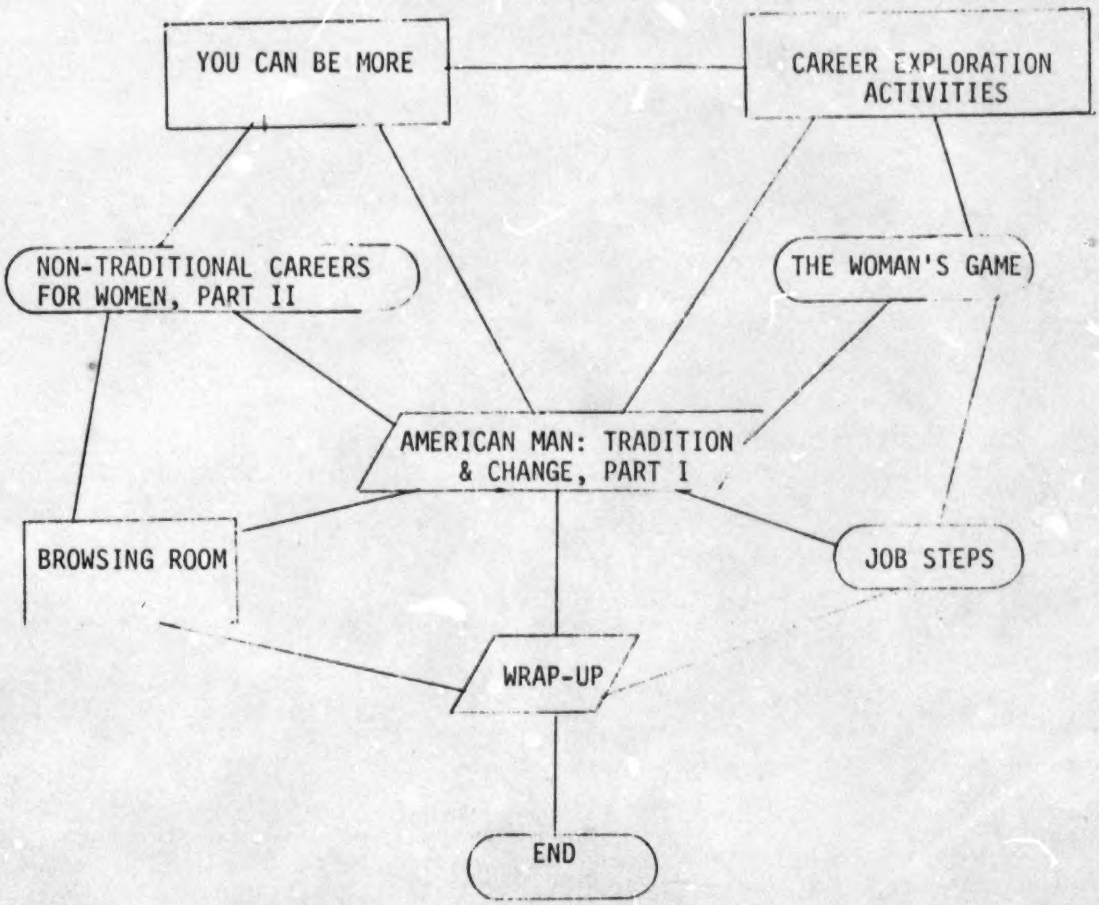
  American Man: Tradition & Change, Part I

  Non-Traditional Careers for Women, Part II

Day 1.


INTRODUCTION
THE FABLE OF HE AND SHE
REALITIES OF THE WORLD OF WORK
JOB STEPS
WRAP-UP
END

Day 2.


YOU CAN BE MORE
CAREER EXPLORATION ACTIVITIES
NON-TRADITIONAL CAREERS FOR WOMEN, PART II
THE WOMAN'S GAME
AMERICAN MAN: TRADITION & CHANGE, PART I
BROWSING ROOM
JOB STEPS
WRAP-UP
END

Product Utilization Demonstration
of a
Sex Equity Workshop
September 29, 1978
Auditorium
Tupelo High School

AGENDA

8:30 -- Registration (Donuts and coffee)

9:00 -- Welcome:
Dr. Katharine Rea, Director, Center for Study of Contemporary Rural Women
Mr. Julian Prince, Superintendent, Tupelo Municipal Public Schools
Dr. James F. Shill, Director, R/CU, Mississippi State University
Ms. Judy McLarty, Program Officer, Sex Equity, Division of Vocational and Technical Education, State Department of Education
Dr. Walter M. Mathews, Project Director, Center for Study of Contemporary Rural Women

9:30 -- Demonstration of Products:

"Realities of the World of Work" -- a sound-slide presentation (Mr. Bob Monroe)

"You Can Be More" -- a sound-slide presentation (Mr. Bob Monroe)

"Career Exploration Activities" -- small group activities (Mr. Jim Swann)

"American Man: Tradition & Change, Part I" -- a sound-filmstrip presentation (Mr. Bill Lumalcuri)

11:30 -- Summary/Feedback/Suggestions for Lunch

11:45 -- Lunch (on your own) and motel check-out

1:15 -- Completion of travel vouchers

1:30 -- "JobSteps" -- a card game (Mr. Bill Lumalcuri)

Simultaneous Demonstration Sessions:

"Non-traditional Careers for Women, Part II" -- a sound-filmstrip presentation

"The Fable of He & She" -- a movie (Mr. Jim Swann)

"The Woman's Game" -- a movie (Mr. Bob Monroe)

3:00 -- Closing Evaluation

INTERIM REPORT

SEX EQUITY PROJECT

SUBMITTED BY

THE CENTER FOR THE STUDY OF

CONTEMPORARY RURAL WOMEN

July 14, 1978

On April 20th The Center for the Study of Contemporary Rural Women began planning a system to expose vocational-technical students to issues concerning sex equity and non-traditional vocational opportunities. The staff spent two weeks in an intense review of the literature and the media which relates to sex equity and vocational education.

After a two day workshop with consultant Dr. Patricia Campbell, the following project goals were set:

I. To identify and define stereotyping and discrimination.

II. To increase the student's awareness of the prevalance and adverse effects of sex-role stereotyping.

III. To increase the student's knowledge of possible career options, especially non-traditional careers.

IV. To expose the students to non-traditional role models.

V. To provide an inservice day for vocational technical staff and teachers.

Various staff members visited the Oxford-Lafayette County Business and Industrial Complex, Itawamba Junior College, and the North Panola Vocational Complex. While visiting these schools, the staff interviewed teachers, counselors, administrators, and students regarding job aspirations, attitudes toward sex equity and possible problems with fully integrated classrooms. The staff consulted with Dr. Bob N. Cage regarding the nature of vocational technical schools in Mississippi.

Dr. James Shill, Director of the Research and Curriculum Unit at Mississippi State University and Ms. Judy McLarty, Sex Equity Officer for the State Department of Education, Division of Vocational Education, also met with the staff to aid in defining the target audience and the character of vocational education in Mississippi.

After these interviews a workshop plan consisting of two 2½ to 3 hour sessions was designed. As a portion of the first day's activities, a slide-tape program and four taped vignettes were written. The purpose of these media events was to raise the awareness level of students regarding sex equity in vocational technical education by defining sex role stereotyping, and providing practice for participants in identifying examples of sexism and sex equity. The slide-tape program was also designed to show students sources of career information within their own vocational technical schools. These scripts were presented to black community leaders who were invited to luncheon meetings to provide their criticisms, comments and suggestions. These consultants included:

Robert Henderson (black) - Oxford High School Industrial Arts teacher

William Taylor (black) - University of Mississippi social work instructor

Donald Cole (black) - community leader

Dr. Arlene Schrade - University of Mississippi specialist in black dialects

Dr. Lucius Williams - (black) - University of Mississippi director of the Learning Development Center.

Also, Dr. Jeff Pyatte, a consultant from the University of West Florida, worked with the staff on product development. Scripts were revised several times as a result of these inputs.

At the request of the Research and Curriculum Unit these materials were abandoned, as they did not meet the goals of the project as perceived by the Unit. After intensive replanning, goals were rewritten to be more in line with the RC/U requirements. The following goal, which replaces goals I and II (above), illustrates the new direction, emphasizing career options, which has been taken by the project staff:

I. To provide the students with systematically structured career awareness information.

The revised workshop outline is as follows:

Day 1. The purpose of the first day of the workshop is to introduce the students to the limiting aspects of stereotyping, and to the advantages of opening career options to all people.

** Introduction- Brief talk introducing goals and general format.

** Film - The Fable of He and She followed by a series of discussion questions relating to the film. The objective of these questions is to motivate students to think about and discuss the limiting nature of stereotyping. Students will be given a card which is green on one side and red on the other. They will respond to questions by holding up the card with either the red or the green side revealed.

** Film - The Woman's Game plus activities.

** Simulation game on choosing and finding out about careers (developed by the staff) (See Appendix B)

Day 2. The purpose of the second day is to reinforce and expand the message that there are advantages to considering non-traditional careers, and to encourage students to explore numerous career options when the workshop is over.

** Students will be divided into small groups. These small groups will rotate through a series of activities and media events--both original and commercially produced. These group experiences will provide information regarding career awareness, availability of information regarding non-traditional careers and advantages to pursuing non-traditional careers.

At this time the following experiences are planned for use in some of the small groups:

1) A slide-tape presentation focusing on people involved in non-traditional roles in Mississippi. A follow-up activity will be developed. (Appendix C)

2) An audio tape providing career exploration experiences and activities for students. (Appendix D)

3) An original audio tape with transparencies and handouts relating information about sex equity.(Appendix E)

In addition to these small group activities, a browsing room and a room with simulation game boards will be available for student use during the second day workshop.

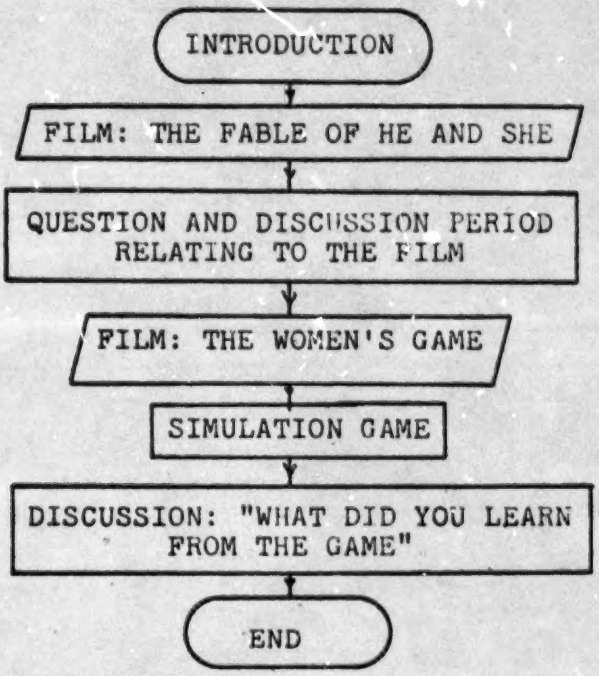
A chart illustrating the format of the two workshops follows as Appendix A.

The staff is confident that through the investment of extra time, project components will be completed within the required time. The entire workshop will be ready for demonstration to members of the State Department Vocational Division during the first week in September. Allowing time for modification based on comments by this group, demonstration in the vocational technical school will occur during the last week in September.

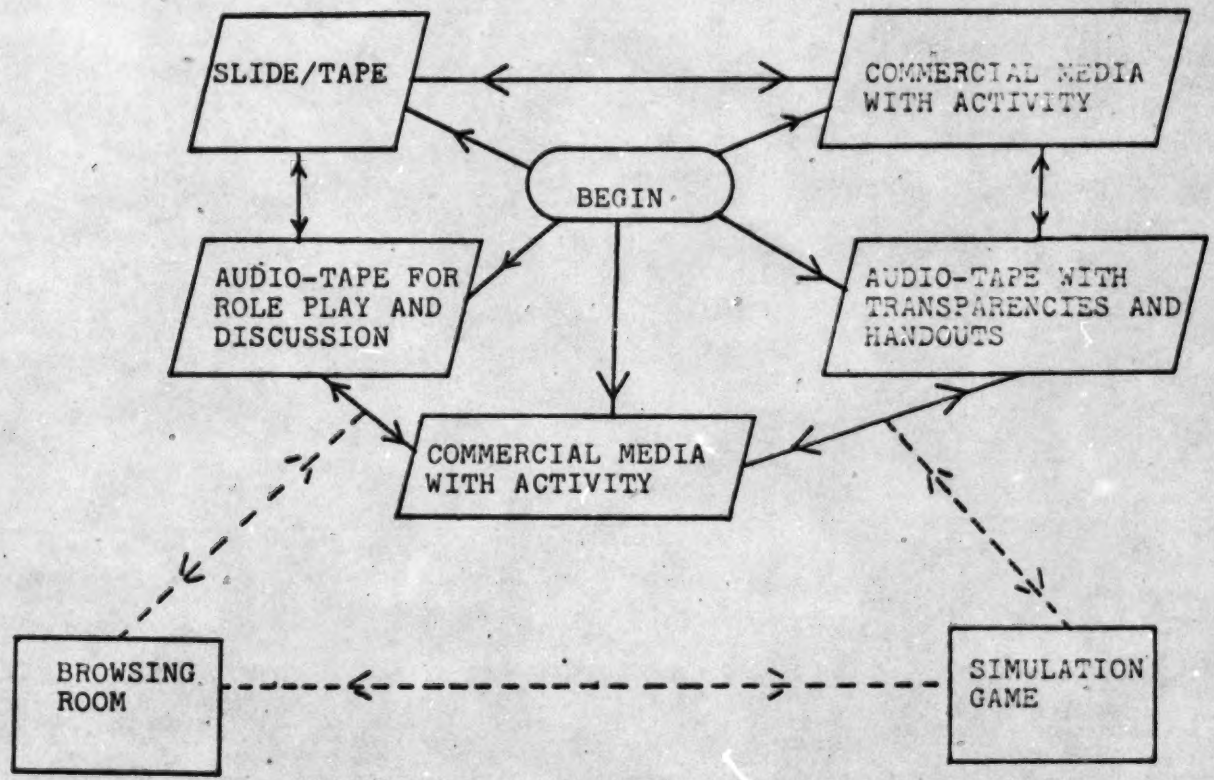
APPENDICES

Appendix A. Workshop Format

Day 1.


INTRODUCTION
FILM: THE FABLE OF HE AND SHE
QUESTION AND DISCUSSION PERIOD RELATING TO THE FILM
FILM: THE WOMEN'S GAME
SIMULATION GAME
DISCUSSION: "WHAT DID YOU LEARN FROM THE GAME"
END

Day 2.



Appendix B.

One of the structured activities to demonstrate the goals of the workshop will be a game the participants play. A game-simulation format will be employed such that participants are exposed to and asked to deal with situations they may be faced with later in life.

The aim of the game is consistent with the goals of the workshop, i.e. to increase awareness of alternative career options, allow participants to consider these options, and expose participants to the decisions and possible consequences of decisions related to their career choices.

The game is primarily a structured activity for instructional purposes. It provides a structure in which participants can take an active part. Since it follows the media presentation, the points made there will be reinforced by the game. In addition to having the advantages of the active learning of structured educational activities, the game would provide a familiar medium-a board game-which would also be a fun situation. The points made in the previous media presentation could be vividly emphasized in this manner. Played in small groups, such a game would provide an economic, flexible and portable medium for achieving program goals.

The game would attempt to simulate some of the contingencies that Mississippi vocational high school and junior college students are presently encountering and may expect to encounter in the next five to ten years of their work life. The scenario for such a game could be a Mississippi town of approximately 20,000 that is relatively close to a metropolitan area. In this hypothetical town there is one major industry, several smaller industries, a moderately sized shopping district with small private businesses, a hospital, etc.

DO NOT FILM

A set of occupations would be presentated which would provide the roles to be played within the context of the scenario. In such a manner males could be exposed to traditionally female roles and females to traditionally male roles. With their roles in the scenario, participants would be confronted with situations where they would be faced with decisions with certain cost-reward contingencies attached. Some of the situations to be dealt with are social reactions to career choice, entry requirements for certain careers, job advancement, illness and disability, job lay offs, etc. Cost-rewards could include such factors as pay, job security, life style, self fulfillment, etc.

Essentially what we are doing is creating a simulation of the next five to ten years of the participants life and "walking them through it" from the point of view of a set of job options not restricted by sex stereotyping.

TO NOT FILM

Appendix C.

The slide-tape presentation is a 15-20 minute product. focusing on people involved in non-traditional roles in Mississippi. Included are testimonial statements concerning how individuals chose their particular field, where they found information regarding the field prior to making a career choice, and what kind of training they had.

The five to seven people included in the presentation will include black and white, male and female workers in Mississippi. Some of the following individuals will be included, as well as several other people.

1) Black male teacher of pre-schoolers
2) Black female businesswoman who also teaches cosmetology
3) White male nurse
4) White female typesetter
5) White female farmer
6) Female telephone line person

DO NOT FILM

Appendix D.

Some small-group activities under consideration for the career exploration audio tape include having students go around the group and, focusing on one person at a time, tell each other what kind of job they think that person would be best at, and why. A modification of this activity would be to have each student say what they would do for a career if they were of the opposite sex, then discuss their choices. If these careers were different from what they had actually chosen for themselves, they could talk about why there was a difference.

If students have not yet chosen their careers, they might write down their first three choices and talk about the steps involved in preparing themselves for these careers. In this way the students and leader could share information about careers and how to go about pursuing their chosen fields.

Another activity under consideration for the tape provides for students who have not decided on a career. This group of students is directed to brainstorm and write on a piece of newsprint or a chalkboard as many occupations as it can think of under certain catagories, such as service-oriented, manufacturing, communications, etc.

In general, the goal of this product is to expand the student's experiences in the area of career exploration and choice. Thus, activities with maximum flexibility are being developed. All activities will be accompanied by clear and explicit audio directions.

Appendix E.

This small group activity has as its purpose creating an awareness of and background for understanding stereotyping. The method utilized will be an audio tape presentation with accompanying handouts and activities for reinforcement.

Examples of topics to be explored during thir group activity include the following:

I. What is stereotyping

1. A quick way to make judgments about people we don't know.
2. Stereotyping can be destructive because we often make inaccurate assumptions about individuals.

II. Sex role stereotyping

Assigns arbitrary traits to individuals on the basis of sex rather than on their individual characteristics.

III. Myths about women and work (with handouts)

IV. The role language plays in limiting human potential and the importance of person-oriented language (activity to follow)